PSJP17B

St John's Primary School

Equality Policy audit and action plan

Approved by:	Governors	**Date:** Autumn 2026
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2027	

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Penistone St Johns CE Primary

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how Penistone St John's Primary will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors will monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing
B = we haven't done much on this yet, but know what needs to be done and how to go about it
C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

Penistone St John's Primary School Equality, Accessibility and Cohesion Audit
Last updated: Nov 26

Audit Area and Questions	A ✔	B ✔	C ✔	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	✔			Policy updated and adopted by Governors. Policy on website.	Review annually	Head Teacher By Dec 2026
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✔			Updated audit and policy on the website	To be updated on the school website following Spring meeting.	Head Teacher By Dec 2026
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✔			Spring Governors meeting See minutes.		Head Teacher By July 27
4. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning		✔		All policies include equal opportunities section.	New curriculum statement for each subject will include equalities statement.	Subject Leaders July 27
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	✔			Governors have adopted all policies recommended by the LA.	Check any new policies comply.	Chair of Governors
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	✔			Advice taken from Governor Services, HR department and other local authority advice.	Check any new policies comply.	Chair of Governors
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.		✔		Training available through Governor Services.	Encourage to take part in training.	Equalities Governor
8. Training on the Equality Legislation is given to all school staff.	✔			School staff have received training and regularly share ideas of how to promote	Induct new staff.	Head Teacher

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Penistone St Johns CE Primary

Audit Area and Questions	A ✔	B ✔	C ✔	Evidence	Tasks and priorities	By Whom and Date
				equalities in the curriculum, policies and throughout the school community.		
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	✔			School Code of Conduct.	Continue to adopt updates	Headteacher and Governors
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	✔			Home School Agreement	Families are encouraged to sign the Home School Agreement.	Class Teachers
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✔			Included in prospectus, policies and on website.	Continue to promote.	Head Teacher
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	✔			All incidents are recorded, reported to the Head Teacher and recorded in governor minutes.	Continue with current reporting system.	All staff
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✔			Anti-bullying policy	Ensure up to date policy is on the website.	PSHE lead
14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	✔			Children with medical needs are including in all activities, both on and off site.	Entering sports events designed for the needs of pupils. Look and address the needs of individual pupils.	SENCO
15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	✔			Paper copies are available on request. Parents have access to the website, the school app and Seesaw.	To continue to meet the needs of individual children and their families.	All Staff
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	✔			See website where local offer is published.	Local Offer to be kept up to date.	SENCO
17. The school contributes appropriately to Pupil Education, Health and Care Plan	✔			The need for EHCPs is discussed with parents and	Review EHCPs annually.	SENCO

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Penistone St Johns CE Primary

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				any information required is provided.		
18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access Special Educational Needs and Disability Information, Advice and Support Services BMBC	✔			SENCOs are effective in ensuring parents have relevant information	SENCO to continue to provide the relevant information.	SENCo
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	✔			See school self-evaluation document	Continue to review our provision.	Headteacher
Monitoring and impact assessment						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability	✔			Accurate records for all pupils on SIMS system. Data for staff and Governors is held centrally	Local Authority Admissions arrangements are followed. Parents provide information on the pupils if they wish to do so.	Office staff
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs		✔		School is working through completion of EIAs as policies are renewed.	Continue to work on this.	Headteacher Governing Body
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✔			LA procedures are followed and return all statistical information. Recruitment procedure ensures all data is collected and returned for analysis.	Ensure we continue to follow all procedures.	Head Teacher, School Business Manager
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	✔			Results of monitoring are reported to the Governors, and actions taken. This informs all future policies.	Monitor impact when policies are adopted or reviewed.	Headteacher
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✔			Regular IEP meetings, multi-agency meetings, SENCO meetings and Drop-Ins	Continue with current practice.	SENCO

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Penistone St Johns CE Primary

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25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✔			Uses property services and council procurement	Continue to follow LA guidelines.	Headteacher Chair of Resources Committee
Sense of belonging						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	✔			Children regularly report to staff things that they consider unfair. Children are given opportunity to understand their own behaviour and resolve any issues with adult guidance. There are opportunities for children to give their own opinions including Pupil Interviews, PATHS sessions, Junior leadership team meetings	Produce child written version of equalities policy	Headteacher July 27
27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs.	✔			New children are made welcome and are encouraged to share information about themselves with their class.		
28. The school works with parents of children with special educational needs as equal partners in their child's education.	✔			Individual meetings with parents, SEN drop-ins, Home School books	Continue with this and meet the needs of any individuals that arise.	SENCO All staff
Teaching learning and curriculum						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics	✔			This is the case in the curriculum and in all aspects of school life.		Senior Leadership Team Governors (subject links)

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Penistone St Johns CE Primary

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30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. *Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance*	✔			Where reasonably possible, adaptations have been made to the building. Sports competitions to meet the needs of individuals.	Meet the needs of individuals.	SENCO Governing Body
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	✔			The curriculum is differentiated and individual programs are delivered e.g. Speech & Language, Occupational Therapy, Therapists and the Behaviour Improvement Team.	Continue to meet the needs of our SEND pupils.	All staff Headteacher SENCO
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✔			Individual programs are delivered e.g. Speech & Language, Occupational Therapy, Therapists and the Behaviour Improvement Team. Bespoke programmes to meet individual needs and staff are trained in a range of interventions.	To continue identify and meet need.	All staff SENCO Headteacher
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✔			Children who have moved to our school settle very well, they are welcomed by all staff and children. Children moving on managed moves are well supported.	To continue to support new children to our school.	All staff SENCO Headteacher
34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	✔			Have used the Local Authority for the EAL support over the past few years.	Continue to do this.	Chair of Resources Committee SENCO
35. Governors are able to identify examples of reasonable adjustments made at the school	✔			Governors are aware of all the adaptations to the	Review annually	Chair of Governors

Audit Area and Questions	A ✔	B ✔	C ✔	Evidence	Tasks and priorities	By Whom and Date
				building and provision made for curriculum adjustments. See minutes of Finance, Resources and Governors meetings.		
36. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	✔					Chair of Governors
37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	✔			Pupil data tracking and identification of underperforming groups from pupil progress meetings is shared with the Governors.	To continue to provide information.	Chair of Governors Headteacher
38. The school is confident that where possible, excluded or self-excluded pupils are successfully re-integrated	✔			We have successfully integrated pupils on managed transfers and children with extremely challenging behaviours.	To continue to support our children.	Headteacher
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	✔			Reporting policies are in place at class level, Head Teacher level and in Governors Part II.	Follow the policies.	Headteacher
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	✔			As above. All incidents are fully investigated and appropriate action is taken including explaining the issues to the children and follow up circle time when necessary. Class logs are used to monitor low level incidents and the bully busters report any issues to staff.	New behaviour sheets introduced to collect the information.	Behaviour lead (BF + SLT)

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Penistone St Johns CE Primary

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Equity and Extended Services						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✔			See self-evaluation document Surveys Learn in class comments		Headteacher
42. The governors know of the impact of: • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities	✔			Head Teacher's report to the Governors includes information about the school's work with the network, School's Direct Programme,	Continue with reports	Headteacher
43. The governors know how funds such as Pupil Premium have benefited children.	✔			Pupil premium report	Ensure updated annually.	SLT lead PP Governing Body
44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	✔			See Head Teacher Appraisal.		Appraisal Objective Governors

Appendix 1

Title of Policy, Decision, Practice or Programme:
Department:
Responsible Officer:
Date Completed:
Date Review Required:

1. Aims: Please identify the main aims of the policy, decision or function?

All policies

2. Impact upon different people with different protected characteristics: It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.)

The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value
All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised
Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development
Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered
Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit
Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced
In addition to mitigating, avoiding or minimising possible negative impacts, polices and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation
People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include
a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
e. Monitoring via consultation, complaints, satisfaction and service access or membership.
f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include
a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
b. Child friendly arrangements in service delivery and employment.
c. Supporting children that are carers.

Sexual Orientation Issues Include
a. Civil Partners – having the same rules, benefits or requirements as married couples.
b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include
a. Promote positive attitudes towards disabled people.
b. Encourage participation by disabled people in public life.
c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
d. Providing a "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

Equality Impact Assessment for Penistone St John's Primary School

'Issue' Column *for each Equality Group, consider the following issues and questions. Insert a new row for each new issue*

'How will this be taken into account?' Column *evidence of how each issue is taken into account.*

'Action' Column *for actions that address any issue that is relevant but you are unable to evidence how they are taken into account*

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Disability, SEND and Carers	Access to inclusive education for pupils with additional needs	Children with additional needs have full access to an appropriate curriculum and to extra curricula activities Suitable resources and time allowances given.	Follow advice from LAC team and other professionals. Put in place strategies needed. Make suitable adaptations for individuals and groups. Access arrangements for national tests considered. Training for staff	On-going programme regularly reviewed by SENCOs As part of termly IEP review, by class teacher monitored by SENCO
	Positive images and stories of children with disabilities.	Consider how we can further promote positive images of a variety of different groups	Include people in minority groups who inspire us whenever possible.	

Equality Impact Assessment for Penistone St John's Primary School

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
			Positive images of those with disabilities.	Class teachers, on-going.
	Young Carers	Identify and consider the needs of young carers in school. Member of staff as a champion	Appoint a member of staff as a champion Consider the Young Carers' Charter	Subject leaders when ordering resources Safeguarding Group
	Hate Crime-disablism	Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE/RSHE curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.	Ensure everyone understands the need to report any issues following school procedures.	SLT, teachers planning
Gender (Sex)	Children not feeling free to be themselves.	Ensure topics and events in school are equally appealing to all. Children given the opportunity to explore all activities and encouraged to try new things.	Topics and activities changed if found to be unappealing to a particular group.	Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		Monitoring of engagement with topics and out of school activities. Provide positive role models for all. Challenge stereotypes	Audit reading books for variety and positive images.	English subject leader
	Discrimination of particular family grouping.	Use families chosen titles for parents and carers. Schools definition of family is based on our school as a family so therefore children experience the idea of families having lots of diverse forms and they are all treated equally.		
	Hate crime- homophobia, transphobia, religious bigotry.	Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE RSHE curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.	Ensure everyone understands the need to report any issues following school procedures.	
Age	Senior citizens live around the school. Discrimination due to age in employment	Continue to promote good relationships. Respect is one of our school values. • Carol Singing in local care homes No age restrictions on employment.	Continue with current procedures.	Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		No ages on application forms. Employees can work beyond pensionable age.		
Human Rights	Understanding of their rights and responsibilities Respecting the rights of others	Children encouraged to produce their own class rules to ensure they respect each other. Encourage children to speak up for themselves, questionnaires, school council other opportunities for pupil voice	General life of the school activities. PHSE lessons	
Gender Reassignment	All pupils and staff have the same rules and benefits or requirements as others. Member of staff wishing to reassign gender. Toilets and changing areas Hate crime-transphobia	Children are allowed to develop as individuals and have access to all activities in school. School open to discussions with parents (and children) around any specific, individual needs they may have. The school family ethos supports the celebration of events in each other's lives with the offering of mutual help and support. Staff toilets are used by all staff. We have 2 gender neutral toilets. Children's toilets in FS2 are gender neutral but not further up the school; this maybe considered in the future. Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of	Ongoing monitoring Monitor in the future. Ensure everyone understands the need to	Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		everyone as an individual. Our PSHE and RSHE curriculum enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.	report any issues following school procedures.	
Race (Ethnicity)	Positive images and stories of children from different races	Consider how we can further promote positive images of a variety of different groups Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE /RSHEcurriculum enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.		Ongoing
Marriage and Civil Partnership	Positive images and stories of children with different sorts of families	Consider how we can further promote positive images of a variety of different groups		Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Pregnancy and maternity And adoption	Ensure that staff are not treated unfavourably and that correct adjustments are made to support staff during these times including adoption.	Human resources advice taken and acted upon. The school family ethos supports the celebration of events in each other's lives with the offering of mutual help and support.	Discussion with staff members to discuss their needs as required.	As required
Religion or Belief	Promote positive relationships and attitudes for all in school. Ensure that children are educated about other religions and beliefs in an area where they do not always meet people in their everyday lives. Hate crime - religious bigotry.	Children, parents and visitors see the positive images of groups around school and equality is celebrated. Opportunities are maximised to meet with faith groups and understand different beliefs but also celebrate similarities. Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE RSHE curriculums enables children to discuss issues and celebrate difference.	Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts. New RE policy implemented and staff knowledge increased through training materials on the website.	Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.		
Sexual Orientation	The inclusion of same sex couples in our maternity/adoption policies Hate crime- homophobia	Human resources advice taken and acted upon. The school family ethos supports the celebration of events in each other's lives with the offering of mutual help and support. Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE/ RSHE curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning.	Use inclusive language when speaking to children about their families. Have an open attitude towards events such as Mother's Day.	Ongoing
Community Cohesion	Ensuring all children and parents feel part of the school and are valued	Positive images of different groups	Adjustments and considerations of individuals and their needs.	Ongoing

Equality Impact Assessment for Penistone St John's Primary School

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
All Groups	Staff Communication Staff Social Events/social media etc.	Right of all staff to have access to school events and for people not to feel excluded or isolated by omission.	Change policies if required, to make sure that all staff are aware of the need to be inclusive and sensitive to the needs of all when planning events.	

3. Publishing the results of the assessment:

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

Appendix 2

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

This is not an exhaustive list

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate the needs of others, insight into the lives of people from different backgrounds.	This is taught through story, our school values and assemblies also through the Geography curriculum	Continue to promote school values through all our curriculum.	Whole Staff led by subject leaders
2. Respect different points of view, recognising and respecting different viewpoints.	This is taught throughout the curriculum. Talk partners and group collaborative activities are widely used to facilitate discussion. Respect is one of our core values.	Promote in assemblies and in our resources.	Head Teacher Teachers
3. Experience and celebrate cultural diversity	Celebrations of special days and times e.g. Chinese New Year; Spanish Day; International Day.	Organise Spanish and International Day	MFL lead

Curriculum Equality Audit
Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
4. Recognise commonalities shared by people from diverse and different backgrounds	This is part of our school value – Respect. It is taught across the curriculum especially in RE; PSHE and covered in assemblies.	Continue to point out commonalities especially as we look at the new RE curriculum.	RE lead
5. Appreciate culture in St.Helens.	We take part in many cultural events in our town including Arts Offer and music events. Our history and geography curriculums have an emphasis on local study and we try and have as many local trips as we can.	Headteacher is currently working with SACRE to develop a local faith trail to enhance RE in the town.	Head teacher
6. Recognise and challenge abuses, discrimination and injustice.	All staff vigilant PSHE and new RE curriculum	Look at our reading resources.	English lead

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	All lessons are accessible and discussions with parents enable effective provision for school trips. Staff have undertaken medical training if needed to cater for some children's needs. In certain cases alternatives can be arranged if a special activity would cause a child too much anxiety. Provision is made for pupils needing to do homework in school and for those who need use of the internet. Homework is differentiated.	Continue to make provisions for children's needs and make individual decisions when needed.	SENCOs Class Teachers
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	All incidents are reported and recorded to Headteacher and Governors.	Continue with current procedures.	All staff
3. The appropriate use of translation and interpretation.	We have used the internet to translate items when needed and a service is available through the local authority if required.	Continue to be aware and meet needs as they arise.	Office Staff

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
	Staff have an understanding of those parents/carers who struggle to read and understand documents and assist with this sensitively.		
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Continue to promote positive role models from all types of backgrounds. Use literature for discussions around sensitive issues and to encourage empathy with the children.	Audit reading material for promotion of diversity. Children to work on their own policy.	English lead
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany)			
6. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	The PSHE and RE curriculum give opportunities for this to be discussed and explained to children. There are many other places that it can fit into the curriculum and choices in subjects such as history are selected to ensure diversity, challenge and the maximisation of opportunities for promotion of our school values.	Continue to look for opportunities to challenge any sort of prejudice and consider where this may have been the case in the past.	Whole Staff
7. An awareness of the support needs for children that are carers	School has a member of staff to champion the needs of carers. Referring children to organisations to recognise their caring role.		Carer's Champion

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
	School is signed up to the St Helens carers charter.		
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Whenever appropriate, families are presented in different ways. Civil partners, single parents, same sex parents foster and adoptive parents are all valued in our school.	Continue to celebrate the diverse make up of our parent group.	All Staff
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Children with same sex parents/carers are treated the same way as everyone else and adults model appropriate relationship language. Texts are often chosen to promote positive images and if there was any discrimination it would be dealt with immediately.	Continue to recognise that all school families (children, staff and Governors) are different and diverse and all are respected and valued.	All Staff
10. Positive images and a positive attitudes towards disabled people	Choose role models that have overcome disabilities e.g. athletes, swimmers, TV presenters, entertainers, people in the community. Stories that challenge stereotypes are used.	Continue to seek out positive role models.	All Staff